

CHAPTER III

RESEARCH METHOD

This chapter presents the method and procedures used to carry out the current study. It presents the research design, source of the data, research instrument, data collection, and data analysis.

3.1 Research Design

This study is aimed to examine descriptive text in “Pathway to English” textbook which is used by grade X students of Senior High School. The method researcher used in this research was descriptive qualitative. According to Creswell (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In qualitative research, the data are analyzed naturally. It means that the data are analyzed based on the real condition and the data are not manipulated. In the research process, the researcher collects the data involving the questions and procedures raised. The data are usually collected in the participant's scope and analyzed inductively from specific to the general theme. Then, the researcher makes the data interpretation. This study is presented as words rather than numerical form.

This research described the finding terms in form of words. Therefore, this research used the descriptive qualitative because the researcher used yes/no questions to figure out the quality of “Pathway to English” textbook such as: social function, generic structure, and language features of descriptive text provided. Then, the researcher describes the findings descriptively to make better understanding. Since, this research attempted to know the quality of descriptive text based on syllabus Curriculum 2013, so the document analysis was used.

According to Ary (2002) document analysis is a method applied to written or visual materials for the purpose of identifying characteristic of the material. In this research, the purpose of document analysis is helping the researcher to identify and describe the descriptive text in the textbook which focuses in three aspects, such as: social function, generic structure, and language features. In analyzing the descriptive text in the textbook, the researcher described them using checklist that have been made by the researcher based on syllabus of Curriculum 2013.

3.2 Data and Source of the Data

The source of data in this research was the English textbook entitled “Pathway to English”. This textbook was used for grade X students and used the latest Curriculum 2013. **(See appendix 1)** The textbook published by Erlangga and it was a revised edition. There are 11 chapters in “Pathway to English”, but, in this study the researcher focuses on descriptive texts that exist in chapter 7 and chapter 8.

3.3 Research Procedures

This research procedure was through the following steps:

1. Selecting research setting and subject

The researcher set up the setting and subject, such as the textbook for the 1st year of senior high school that need to be observed. The researcher decided to focus on social function, generic structure, language features in textbook.

This book was chosen for two reasons. First, there are core competence and basic competence attached in the textbook. Second, in Pathway to English textbook there is a guide to use the textbook that serves the theme, four skills, social function, grammar, values, cultural awareness, and teaching methods or techniques to apply in every chapter. The guide map informs the teacher about the materials and techniques about what will be taught in the textbook in every chapter. So, the teacher knows about the material that will be taught for the students. Based on the description above, the researcher was interested in knowing about the descriptive text in this book.

2. Developing Instruments

After selecting the source of the data, the researcher developed the instrument. The instrument was in the form of checklist constructed by the researcher. The instrument was adapted from pratiwi (2017) and

developed from the syllabus of Curriculum 2013. After the checklist was designed, the checklist was validated by Devinta Puspita Ratri, M.Pd, an expertise in textbook evaluation.

3. Analyzing Data

The researcher analyzed the descriptive text in the textbook using checklist. The total items of the checklist were 11 items. In analyzing the material the researcher more focused on three aspects, such as: social function, generic structure, and language features based on syllabus of Curriculum 2013. After analyzing the descriptive text, the researcher described the result using word.

3.4 Research Instrument

The instrument that the researcher used in this study was textbook evaluation checklist about the material of descriptive text such as: social function, generic structure, and language feature based on Curriculum 2013. In term of social function there were the sub dimensions, were admiring, introducing, identifying, and criticizing or promoting something. Then in term of generic structure there were sub dimensions, such as: identification and description. The last, in term of language features, there were the sub dimensions, such as: noun which relates to people, tourism destination, and famous historical building, with or without a and the, plural (-s), this, that, those, my, his, etc; adjective relates to people, tourism destination, and

famous historical building; verb to explain the condition and routine action in simple present tense; using singular nominal and plural, with or without a, the, this, those, my, their correctly in nominal phrase. (See **appendix 2**). In order to have clear understanding about the checklist, here is the checklist:

Table 3.1 Table of Checklist Instrument (Adapted from Pratiwi, 2017)

No.	Dimension	Sub Dimension	Chapter	Page	Sub Dimension Study	
					YES	NO

In the checklist, there are three important parts namely dimension, sub dimension, and sub dimension study. Dimension is the core competence in the syllabus found in every material of the textbook. In this research, the researcher focused on the social function, generic structure, and language features in Curriculum 2013. The second is sub dimension which is the criteria of basic competence in the syllabus of Curriculum 2013, for examples: noun which relates to people, tourism destination, and famous historical building and adjective which relates to people, tourism destination, and famous historical building. The next is sub dimension study explained the data that the material of the textbook is related with Curriculum or not.

3.5 Data Collection

In the process of data collection, the researcher collected the data using the checklist. Then, the researcher focused on the three aspects, such as: social function, generic structure, and languages features. Next, the researcher looked for the basic competences and would analyzed chapter 7 and 8. The reason was because, only in chapter 7 and 8 of the material taught about the descriptive text. Then, the researcher mentions the page and evidence in the form of sentence in the form of sentence.

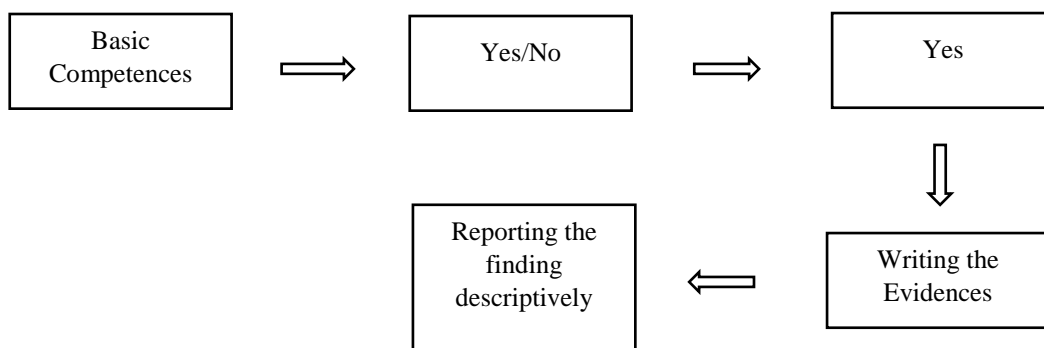
3.6 Data Analysis

Data analyses were conducted when the writer had finished collecting the data. In collecting the data from English textbook entitled “Pathway to English” for grade X students of Senior High School, the data were found in chapter 7 and 8. The material of Chapter 7 about describing people and then, the material of chapter 8 is about describing places. The researcher identified the material of descriptive texts in terms of social function, generic structure, and language features.

After finished collecting the data, the researcher did the data analysis. According to Janice McDury (1999, cited in Moleong), stages of analysis qualitative data are: (1) reading or studying data, marking key words and ideas in the data; (2) studying the key words, find themes on the data; (3) writing the model that is being found; and (4) coding the data.

Based on the theory of data analysis, the researcher developed the data analysis procedure. First, the researcher analyzed the existence of basic competence in the column sub dimensions whether it existed or not. Second, when the basic competences existed, the researcher gave the checklist in the column of sub dimensions study “yes” or “no”. Third, when the result of the checklist in the sub dimensions column showed “yes”, the researcher wrote the evidence. Fourth, the researcher reported the finding descriptively. The procedure of the data analysis was figured out in the chart below:

Figure 3.1 Data Analysis Process



3.7 Validity of the Study

The researcher made an evaluation checklist based on Curriculum 2013 and syllabus. To assure the validity of the instrument, the researcher proposed the instrument to an expert of textbook evaluation expert, DevintaPuspitaRatri, M.Pd. who is an expert in textbook evaluation and language teaching. The purpose of the

expert validation was to ensure that the checklist was appropriate with this research and the checklist could make the data valid.